

UNIVERSITI TEKNOLOGI MARA

**EXPLORING THE PREFERRED TEACHING STYLES OF
ADULT LEARNERS IN AN INSTITUTE OF
TEACHER EDUCATION IN MALAYSIA**

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ABSTRACT

This case study aims to identify the teaching styles preferred by the adult learners. It also investigates the dominant teaching styles of the lecturers as perceived by the learners. Comparisons between the preference for and the perception of the learners with respect to the lecturers' teaching styles were made to determine any significant difference. The teaching styles employed for this study were based on Grasha's Model (1996) which consisted of five styles which are the Expert, Formal Authority, Personal Model, Facilitator and Delegator teaching styles. The survey method uses the 5-point Likert Scale questionnaire as the instrument to collect data. The data collected was analysed using SPSS. Descriptive statistics such as frequency, mean and standard deviation were used to describe the respondents' preferences for and perceptions of the lecturers' teaching styles. Meanwhile, t-tests were used to analyse the difference between the preferences for and perceptions. The samples were selected through the non-probability convenience sampling. They were 44 TESL students from the GSTT Foundation Programme who were currently in the first semester and 2 lecturers from the Language Development component. Analysis of the data showed that the three most preferred teaching styles of the adult learners were the Facilitator, Personal Model and the Expert teaching style respectively. It was also found that the three most dominant teaching styles of the lecturers as perceived by the learners were the Facilitator, Expert and the Personal Model style. There were no significant difference between the learners' preferred teaching styles and the perceived teaching styles of the lecturers for all the styles except for the Personal Model. Findings of this study is consistent with the Cluster 3 combination of Grasha's Model which consists of the Expert, Personal Model and the Facilitator style. The increasing number of adult learners initiated this study in which the teaching styles that work best for these learners will be identified. It will further enable educators to ensure that active learning takes place through the process of teaching and learning. Recommendations to study students' attitude and level of motivation are suggested to further ensure active learning takes place as these are some of the contributing factors that affect the teaching and learning process in the classroom.

ABSTRAK

Kajian kes ini bertujuan untuk mengenal pasti gaya pengajaran yang diinginkan oleh pelajar-pelajar dewasa. Ia juga mengkaji persepsi pelajar-pelajar terhadap gaya pengajaran pensyarah mereka. Kajian ini seterusnya membuat perbandingan terhadap gaya pengajaran menurut keinginan pelajar-pelajar dewasa ini dan gaya pengajaran pensyarah-pensyarah mereka menurut persepsi mereka bagi mengenalpasti tahap perbezaan antara kedua-duanya. Gaya pengajaran yang digunakan untuk kajian ini adalah berdasarkan Model Grasha (1996) yang merangkumi 5 gaya iaitu gaya Expert, Formal Authority, Personal Model, Facilitator dan Delegator. Kajian ini menggunakan kaedah tinjauan melalui soal-selidik. Data soal-selidik dianalisa menggunakan SPSS. Statistik deskriptif dibentangkan dalam bentuk kekerapan, min dan sisihan piawai untuk meneliti taburan keinginan dan persepsi pelajar-pelajar terhadap gaya pengajaran pensyarah. Sementara itu, ujian t-test digunakan untuk menganalisa perbezaan antara keinginan dan persepsi pelajar terhadap gaya pengajaran pensyarah. Persampelan dipilih mengikut persampelan bukan kebarangkalian, berdasarkan prosedur persampelan secara kebetulan. Seramai 44 orang pelajar TESL Semester Satu dari program Pra-Persediaan Ijazah Sarjana Muda Pendidikan GSTT dan dua orang pensyarah dari komponen Language Development telah dipilih. Hasil kajian mendapati bahawa pelajar-pelajar dewasa ini menginginkan gaya pengajaran Facilitator, Personal Model dan Expert sementara tiga gaya pensyarah yang paling dominan menurut persepsi pelajar adalah Facilitator, Expert dan Personal Model. Tiada perbezaan signifikan antara gaya pengajaran yang diinginkan oleh pelajar-pelajar ini dan gaya pengajaran yang diamalkan oleh pensyarah-pensyarah menurut persepsi pelajar, kecuali bagi gaya pengajaran Personal Model. Dapatan kajian ini adalah konsisten dengan gaya pengajaran Cluster 3 menurut Model Grasha yang merangkumi gaya pengajaran Expert, Personal Model dan Facilitator. Peningkatan jumlah pelajar dewasa telah membawa kepada penyelidikan ini yang mana gaya pengajaran yang paling sesuai untuk pelajar-pelajar ini akan dapat dikenalpasti. Ini akan seterusnya membantu tenaga pengajar memastikan bahawa pembelajaran aktif dapat dicapai melalui proses pengajaran dan pembelajaran. Adalah dicadangkan supaya penyelidikan terhadap tingkah laku dan tahap motivasi pelajar dewasa dijalankan bagi memastikan pembelajaran aktif dapat dicapai. Ini kerana aspek-aspek tersebut merupakan di antara punca yang boleh mengganggu proses pengajaran dan pembelajaran di dalam bilik darjah.

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